

PRESCHOOL ENGLISH LANGUAGE ARTS - DRAFT

Introduction

The updated and aligned preschool standards provide teachers with a common platform for teaching and learning in English Language Arts (ELA) from preschool through 3rd grade and include emergent reading, emergent writing, listening and speaking, foundational skills and language. The ELA preschool standards are grounded in a strong theoretical framework for delivering high quality educational experiences to young children with sample teaching practices and expected learner outcomes.

ELA preschool standards and teacher practices are to be used within a context of the multiple domains of learning and are focused on the development of the “whole child”, including their Mathematics Skills, Social Skills, Physical Development, and Approaches to Learning, among other areas. They are not meant to be isolated into a single domain of learning or within a segmented part of the day. ELA teacher practices are intentionally embedded in an integrated and play-based approach to learning. All preschool environments, activities, and interactions should be designed to encourage speaking and listening, literacy exploration, and emergent reading and writing activities.

The ELA standards are expected learner outcomes for children when they exit a four-year-old program. Children will need time and exposure to the appropriate literacy environments and interactions to reach the learner outcomes.

Preschool teachers are responsible for knowing the entire developmental continuum in language and literacy for the young child and require thorough professional development on a state-approved curriculum and assessment model in order to meet the language and literacy needs of all children. Guidance for preschool environments and teaching and assessment models is available on the New Jersey Division of Early Childhood website:

<http://www.nj.gov/education/ece/guide/impguidelines.pdf>

Like the standards for K-3, the preschool ELA standards have six strands: ***Reading Literature, Reading Informational Text, Reading Foundations, Writing, Speaking and Listening*** and ***Language***. These six strands are followed by the Sub-Headings (e.g., **Key Ideas and Details**). The Sub-Headings are followed by a set of grade and topic- specific standards. The ELA standards framework is consistent throughout PK-3 and provides a common language for articulation across the grades. For a further explanation of how to read the Common Core ELA standards, please see:

<http://www.corestandards.org/ELA-Literacy/introduction/how-to-read-the-standards>

The following preschool document is organized by identifying the strand (e.g., ***Reading Literature***), the Sub-Heading (e.g., **Key Ideas and Details**), then offers sample preschool teaching practices followed by the accompanying preschool standards with the P-12 Database numbers (e.g., RL.PK.1).

PRESCHOOL ENGLISH LANGUAGE ARTS STRANDS AND SUB-HEADINGS

Reading: Literature

- **Key Ideas and Details**
- **Craft and Structure**
- **Integration of Knowledge and Ideas**
- **Range and Level of Complexity**

Reading: Informational Text

- **Key Ideas and Details**
- **Craft and Structure**
- **Integration of Knowledge and Ideas**
- **Range and Level of Complexity**

Reading: Foundational Skills*

- **Print Concepts**
- **Phonological Awareness**
- **Phonics and Word Recognition**
- **Fluency**

Writing

- **Text Type and Purposes**
- **Production and Distribution of Writing**
- **Research to Build Knowledge**
- **Range of Writing**

Speaking and Listening

- **Comprehension and Collaboration**
- **Presentation of Knowledge and Ideas**

Language

- **Conventions of Standard English**
- **Knowledge of Language**
- **Vocabulary Acquisition and Use**

*K-12 Sub-Headings are in bold

Reading Literature

Key Ideas and Details

Preschool Teaching Practices

Effective preschool teachers:

- Create cozy, comfortable reading areas with a variety of age-appropriate printed materials (e.g., at least 15- 20 books in a display case, changed every two weeks, along with magazines, catalogs, newspapers).
- Read to each child individually and in small and large groups two or more times a day in different settings using age-appropriate high-quality books and texts (e.g., picture storybooks including the Caldecott medal books, picture information books, traditional literature including folktales, fantasy, poetry and rhyming books, big books, books that are predictable and repetitive, culturally diverse books and an assortment of alphabet books and number books).
- Prepare children for listening to a new book by building on their background knowledge (e.g., make appropriate connections to children's work and interests, predict topic by looking at front cover illustration, look at a few illustrations throughout the book to build anticipation, identify title, author, and illustrator).
- Read the entire book with few interruptions, track print with finger and use motivating expression appropriate to story line.
- Read and reread favorite books followed with a discussion guided by the particular objectives for reading the book and higher level questioning techniques (e.g., What was the problem? How did he solve the problem? Did he learn something new or a lesson? Tell me more.). Refer back to story to clarify difficult parts.
- Follow up a book reading and discussion with a range of auditory, visual, movement and role play opportunities in multiple contexts throughout the day to guide beginning understanding of main events, topics, setting, and characters (e.g., model role-playing with props and dialogue in dramatic play, sing songs related to stories, use flannel board and puppets to reenact characters and plot, prepare recipes related to stories, read other books during the day related to stories).
- Place books to extend center play in different centers (e.g., a book about bridges in the block area).

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
RL.PK.1	With prompting and support, ask and answer key elements in a familiar story or poem.	RL.K.1
RL.PK.2	With prompting and support, retell familiar stories or poems.	RL.K.2
RL.PK.3	With prompting and support, identify characters, settings, and major events in a familiar story.	RL.K.3

Craft and Structure

Preschool Teaching Practices

Effective preschool teachers:

- Embed ongoing strategies to clarify new word meanings during read-alouds, activities, conversations, play, or writing (e.g., use gestures and voice to emphasize meaning, pair a similar and familiar word to define the unfamiliar word, point to the illustration that gives clues to new word).
- Encourage children's questions about unfamiliar words and their meanings.
- Model and encourage use of new and interesting words read in books by using frequently throughout the day in conversations, songs, rhymes, activities, and discussions.
- Compare and contrast examples of favorite and familiar story or poetry books by identifying each type as either a story or a poetry book and discuss simple characteristics of each. When children are familiar with a few characteristics of each genre, discuss how the examples (story and poetry book) are alike and how they are different. Begin to let children identify the genre (story or poetry) on their own.

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
RL.PK.4	Ask and answer questions about unfamiliar words in a story or poem read aloud.	RL.K.4

RL.PK.5	Recognize common types of literature (storybooks and poetry books).	RL.K.5
RL.PK.6	With prompting and support, identify the role of author and illustrator in telling the story.	RL.K.6

Integration of Knowledge and Ideas

Preschool Teaching Practices

Effective preschool teachers:

- Follow up a discussion of illustrations in favorite books with offering similar art materials at the art center (e.g., after reading *Kitten's Full Moon* [Henkes, '06] make the connection between the work of the artist/illustrator and the child's own art work by offering black and white pastels with black markers to explore night drawings at the art center).
- Connect the role of author and illustrator of a book read aloud to the work of the child in the writing and art centers (e.g., after reading *A Snowy Day* [Keats, '64] "There are many blank books and interesting papers at the writing table. Let's look at the winter books on display at the writing table and look closely at the illustrations and see if we can draw and write about winter too.").
- Compare and contrast the major elements of an adventure of two familiar storybook characters. Discuss how the main characters or their adventures are alike and how they are different (e.g., In the books *My No, No, No Day* [Patterson, '12] and *Alexander and the Terrible, Horrible, No Good, Very Bad Day* [Viorst, '72] How are the adventures in these two stories similar? How is the day that Alexander is having like Bella's day? How is Alexander's day different?"

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
RL.PK.7	With prompting and support, using a familiar storybook, tell how the illustrations support the story.	RL.K.7
RL.PK.8	(Not applicable to literature)	RL.K.8
RL.PK.9	With prompting and support, compare and contrast the adventures of two main characters from familiar stories.	RL.K.9

Range of Reading and Level of Text Complexity

Preschool Teaching Practices

Effective preschool teachers:

- Select high quality literature that, when read aloud, engages individual, small groups or large groups of children. Books should be selected based on a child’s familiarity with the topic, background knowledge, interest, complexity of sentences, difficulty of vocabulary, and length of the story.
 - Provide preschoolers who have had minimal exposure to reading and read-alouds, short books of high interest that include familiar language, words, and topics with engaging rhythm or rhyme, high predictability and simple illustrations in order to develop the willingness and motivation to listen to stories (e.g., *Brown Bear, Brown Bear* [Carle, ‘70]).
 - As children gain experience with book read-alouds, add more challenging language, length, illustrations, and appropriate topics that are not immediately present or familiar (*Blackout* [Rocco, ‘12]).
- Invite children’s participation in rich, supportive conversations about stories read to increase engagement and provide the requisite skills and background information to comprehend the story.
 - Encourage back and forth exchanges, ask open-ended questions, scaffold, repeat and expand vocabulary (e.g., after reading *The Mitten* [Brett, ‘89], “Yes, his winter mittens are many different colors. They are multi-colored.”).
 - Encourage problem solving, comparisons, and connections that can be related to personal experience (e.g., after reading *Olivia and the Missing Toy*, [Falconer, ‘03], “What is the biggest challenge or the problem Olivia is having now? How do you think she’ll solve the problem? Have you ever had a day like Olivia’s?”).
 - Analyze illustrations and make predictions (e.g., “I see a clue in the picture that helps me guess what will happen on the next page. Do you see it?”).

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
RL.PK.10	Actively participate in read aloud experiences using age appropriate literature in individual, small and large groups.	RL.K.10

Reading Informational Text

Key Ideas and Details

Preschool Teaching Practices

Effective preschool teachers:

- Integrate opportunities for read aloud experiences using both literature and informational texts throughout the day followed by rich discussions (e.g., morning circle, small group time, center-time, naptime, closing circle) to extend key concepts in science, social studies, math, music, art, movement, and social and emotional development.
- Compare and contrast favorite story books and favorite informational texts and discuss which book is fiction (e.g., make believe or pretend) and which book is fact (real information that you can see, touch or feel).
- Read and reread favorite informational texts. Give children hand-held props for unfamiliar words that prompt new information. During the follow-up discussion have children identify the name of their prop and an accompanying fact (e.g., from *The Tiny Seed*, [Carle, '00] children respond, "It's a bean plant. First, you plant a bean seed in dirt so it grows. Then it grows beans.").
- Model and encourage using new and interesting topical words from informational text throughout the day in conversations, songs, rhymes, activities and discussions.
- Encourage informational book discussion that includes questions, conversations and discussions about topical book information. Refer back to original text or others texts to clarify difficult or new information.

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
RI.PK.1	With prompting and support, ask and answer questions about key elements in a familiar text.	RI.K.1
RI.PK.2	With prompting and support, recall important facts from a familiar text.	RI.K.2

RI.PK.3	With prompting and support, make a connection between pieces of essential information in a familiar text.	RI.K.3
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Craft and Structure

Preschool Teaching Practices

Effective preschool teachers:

- Model and encourage questions about unfamiliar words in a text and point out context clues (e.g., “Great catch Abby! Abby always asks me when she hears an unfamiliar word that she doesn’t understand. Let’s look at the pictures and read the words again around the new word to see if we can find clues to help us understand the new word.”).
- Connect experiences with actual objects and props to identify positional phrases such as in back of, in front of, under, on, over, etc. Identify front and back of book when reading and begin to have children identify the front and back cover of books.
- Connect the role of author and illustrator (or photographer) of children’s favorite informational books to children’s writing activities (e.g., after reading *Colors Everywhere* [Hoban ‘95] children discuss Tana Hoban’s role of author and photographer/illustrator. Following the discussion, children took photographs of familiar school objects to create an informational class book *Colors at School*).

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
RI.PK.4	With prompting and support, ask and answer questions about unfamiliar words in informational text.	RI.K.4
RI.PK.5	Identify the front and back cover of a book.	RI.K.5
RI.PK.6	With prompting and support, identify the role of author and illustrator in presenting ideas in informational text.	RI.K.6

Integration of Knowledge and Ideas

Preschool Teaching Practices

Effective preschool teachers:

- Read and reread several informational books on topics of interest to children. Compare books and illustrations (e.g., “Both books *My Big Truck Book* [Priddy, ‘11] and *Trucks*

and Cars and Things that Go [Scarry, '98] are books about cars and trucks. Mr. Priddy's book uses pictures or illustrations from photographs for his book. These pictures are like the photographs we take. Mr. Scarry's book has pictures or illustrations that are painted. These illustrations are like the paintings we make at the easel.").

- Create information class books and discuss how each information book is alike or different than other information books in the classroom library. Discuss how pictures or illustrations in information books describe the writer's words. Connect classroom library books to children's book-making. Ensure that children have an opportunity to write (dictation, drawings, scribble-writing, letter-strings, or invented spellings) and illustrate (drawings, paintings, photographs) topics of their own choosing for class books.

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
RI.PK.7	With prompting and support, tell how the illustrations support the text (information or topic) in informational text.	RI.K.7
RI.PK.8	Identify the front and back cover of a book.	RI.K.8
RI.PK.9	With prompting and support, identify two or more information books on a favorite topic.	RI.K.9

Range of Reading and Level of Text Complexity

Preschool Teaching Practices

Effective preschool teachers:

- Select high quality informational text and books that engage individual or groups of children at their level for read-alouds. Books should be selected based on a child's need and familiarity with the topic, background knowledge, interest, complexity of sentences, difficulty of vocabulary, and length of the story.
 - Provide children who have had minimal exposure to books or read-aloud experiences, first experiences with high interest topics that include engaging photographs and illustrations in order to develop the willingness and motivation to attend to the topic. Adjust language, length of text, and interactions between child and text if needed.
 - As children gain experience with preschool informational books, add more challenging topics, language, and length including topics that are not immediately present or familiar.

- Invite children’s participation in rich discussions of informational books to guide comprehension and make connections to a topic (e.g., after reading *What Lives in a Shell?* [Zoehfeld, ‘03] “Why does the hermit crab have a shell? Does their shell grow with their body? How are the hermit crabs in the classroom aquarium like the snails Ms. Green brought in today? How are they different?”).
- Stock new and interesting manipulatives and props throughout centers to extend concepts from informational books read aloud. Demonstrate and role-play their use (e.g. after reading and discussing *26 Letters and 100 Cents* [Hoban, ‘87], children match alphabet props to printed letters in the fine motor/manipulatives center).

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
RI.PK.10	Actively participate in read-aloud experiences using age appropriate information books individually and in small and large groups.	RI.K.10

Reading: Foundational Skills

Print Concepts

Preschool Teaching Practices

Effective preschool teachers:

- Draw children’s attention to the functions and features of print during read aloud discussions, small-group activities, and incidentally throughout the day (e.g., point out that the person whose name is on the helper chart starts with an uppercase “R,” or during a read aloud discussion point out that the words in the title of the book are separated by spaces).
- Display printed labels and other print examples throughout the classroom environment that has meaning to children during their daily activities. Draw attention to the print (e.g., center labels, rebus labels and stories, picture recipes, traffic signs) and encourage activities and interactions where children interact with the displayed print (e.g. “Yes, the label in the hat has Tyrek’s name. Can you put it in Tyrek’s cubby please?”).

- Ensure authentic opportunities for reading and rereading environmental print during the day and while reading track the print with finger to ensure understanding of left to right and top to bottom progression.
- Display print and writing examples at children’s eye level.
- Provide relevant, topical literacy props that include print throughout the classroom (e.g., empty food and household containers, menus, recipe cards, phone books, order pads, signs and labels, office forms).

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
RF.PK.1,a,b,c,d	<p>Begin to demonstrate understanding of basic features of print.</p> <ul style="list-style-type: none"> a) Follow words from left to right, top to bottom, page by page. b) Recognize that spoken words can be written and read. c) Recognize that words are separated by spaces. d) Recognize and name many upper and lower letters of the alphabet. 	RF.K.1a,b,c,d

Phonological Awareness

Preschool Teaching Practices

Effective preschool teachers:

- Use rhythm sticks, claps, snaps, or body motions to segment the syllables in children’s names and other words.
- Engage children in activities, read storybooks and poems, sing songs and chants that have repetitive patterns, alliterations, rhymes, and refrains that are engaging and playful (e.g., sing, “Liz, Liz, bo-biz, banana-fana fo-fiz, fee-fi-mo-miz, Liz! Liz can get her coat.”).
- Read and reread rhyming books and texts to children. Encourage children to make up their own rhymes and alliterations.
- Draw children’s attention to the sounds children hear in words (e.g., by asking for the children whose names start with the “m,m,m...” “M” sound to go wash their hands for snack).

- Provide activities where children sound match (e.g., show a picture of snake, a dog, or a house and ask children which one starts with the “s-s-s...” “S” sound).

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
RF.PK.2,a,b,c,d,e	Demonstrate understanding of spoken words and begin to understand syllables and sounds (phonemes). <ul style="list-style-type: none"> a) Recognize and produce simple rhyming words. b) Segment syllables in spoken words by clapping out the number of syllables. c) Identify many initial sounds of familiar words. d) (Begins in kindergarten) e) (Begins in kindergarten) 	RF.K.2,a,b,c,d,e

Phonics and Word Recognition

Preschool Teaching Practices

Effective preschool teachers:

- Integrate activities throughout the day that draw attention to the printed letter and the sounds letters make (e.g., at the writing center, “I see you and Sabir pointing to the letters that your names begin with on the alphabet chart. Can you also make the sound for the first letter ‘S’ in your name? Yes, S-s-s-sabir.”).
- Encourage participation with materials that promote identification of the letters of the alphabet including alphabet books, charts, blocks, games, and puzzles.
- Provide name game activities (e.g., recognize child’s name with and without graphic support, differentiate among names, visually match specific letters) throughout the day for children to learn to recognize their names and the letters in their name.
- Find opportunities to write children’s names daily and spell each letter aloud and invite children to spell with you.
- Encourage children to discuss and interact with functional print materials (labels, signs, directions with pictures) and child-generated writing samples (class books, signs on block buildings, notes to teacher, labels with pictures on shelves and drawings that incorporate children’s writing).

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
RF.PK.3,a,b,c,d	Demonstrate an understanding of beginning phonics and word skills. a) Associates many letters (consonants and vowels as ready) with their names and their most frequent sounds. b) (Begins in kindergarten) c) Recognize their name in print as well as other familiar print in the environment. d) (Begins in kindergarten)	RF.K.3a,b,c,d

Fluency

Preschool Teaching Practices

Effective preschool teachers:

- Read and reread favorite books giving children the opportunity to read along on the parts of the story they remember. Choose some books based on the use of repeated phrases, refrains, and strong patterns and predictability so children can participate with the reading.
- Engage children in conversations about their favorite books and texts. Ensure that individual children's favorite topics are well represented in the classroom library (e.g., books about trains, sharks, animals). Update books frequently and use information about individual preferences to extend the reader's engagement to new and more challenging literature and informational text.
- Ensure ample time for individual and group use of the library and books (e.g., before the day begins, at center time, before, during or after naps, after outdoor play, before and after transitions).

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
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WRITING**Text Types and Purposes*****Preschool Teaching Practices***

Effective preschool teachers:

- Model teacher writing in a variety of genres throughout the day and encourage children's writing (e.g., guide children to write their names on their work, create lists, messages, dictated stories, charts, forms, signage, labels, invitations, letters, and model pretend roles in dramatic play activities that include writing such as a doctor in the doctor's office charting patient health information, etc.).
- Provide interactive teacher-child writing opportunities (e.g., the children volunteer the ideas and words and the teacher elaborates on the ideas and writes the words). Display interactive examples of writing (including pictures) at children's eye level for intentional follow-up activities.
- Take dictation for a child by writing exactly what the child says and making sure the child can see what you are writing. Read the dictation back to the child tracking their words with a finger.
- Encourage individual and small groups of children to write at the writing center and other centers (e.g., provide exciting writing and book making materials, provide examples at the writing center of printed letters, words, names, and phrases that children frequently use in their writing, encourage writing notes to a family member, model writing "Save!" signs and other signage for the block and manipulatives centers, model and support recording and making observations at the science center, model and encourage writing numbers at the math center and during other activities).
- Model the process of classroom bookmaking by using different sizes and shapes of paper, varied and interesting colors, etc. Ensure exciting bookmaking materials are readily available at the writing and art centers. Make classroom book topics simple and predictable. Frequently share classroom books and display in library and throughout the room. Have children share or buddy-read with a partner and take a copy home to share or "read" with families.

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
W.PK.1	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share a preference or opinion during play or other activities.	W.K.1
W.PK.2	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to share information during play or other activities.	W.K.2
W.PK.3	Use a combination of drawings, dictation, scribble writing, letter-strings, or invented spelling to describe children's activities or ideas real or imagined during play or other activities.	W.K.3

Production and Distribution of Writing

Preschool Teaching Practices

Effective preschool teachers:

- Encourage children to share their writing or teacher dictation at all developmental levels with a partner, small-group, class and family.
- Respond positively to all writing efforts at all levels (e.g., dictation, scribble-writing, letter strings, and invented spellings) and display children's writing samples on the wall at children's eye level.
- Provide a variety of writing tools (e.g., pencils, crayons, chalk, markers, and keyboards) and surfaces (e.g., paper, writing easels, and computer surfaces) throughout the classroom.

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
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W.PK.4	(Begins in grade 3)	W.K.4
W.PK.5	With guidance and support, share a drawing with dictation, scribble-writing, letter-strings, or invented spelling to describe an event real or imagined.	W.K.5
W.PK.6	With guidance and support, use digital tools to express ideas (e.g., taking a picture of a block structure to document or express ideas, etc.).	W.K.6

Research to Build and Present Knowledge

Preschool Teaching Practices

Effective preschool teachers:

- Expand, elaborate, and guide children’s ideas and interests to create projects or studies where children ask questions, brainstorm, problem solve, plan, learn new vocabulary, investigate a topic, and produce documentation (e.g., after an investigation where children and teacher researched the topic of a class pet by visiting a pet store, the library, and children’s sites online, the classroom documented their observations and experiences by producing *Bubbles the Betta* class book. The children drew pictures and with teacher assistance and support “wrote” about their experience and shared “reading” the book with the other preschool classrooms and their families.).

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
W.PK.7	(Begins in grade 1)	W.K.7
W.PK.8	Begin to participate in shared research and shared writing projects.	W.K.8
W.PK.9	(Begins in grade 4)	W.K.9

Speaking and Listening

Comprehension and Collaboration

Preschool Teaching Practices

Effective preschool teachers:

- Read and reread favorite books and texts so that children can become familiar enough with the story or text to be successful in identifying important information with some detail (e.g., after reading and rereading *A Sick Day for Amos McGee* [Stead ‘11], the children were able to discuss the questions who, what, when, where, and why with simple detail and were able to connect experiences in the story to their own experiences).
- Create a climate of discourse that values conversations, dialogue, questions, and reflections, including “wait-time” (e.g., at least once a day, the teacher has personal conversations with each child to build relationships and encourage multiple back-and-forth exchanges).
- Provide activities and props throughout the classroom that encourage interactions and conversations (e.g., in dramatic play, children discuss with their pretend customers what they want in their pizza order, ask and answer questions about the order, and “write” at various developmental levels the customer’s order on their note pads).
- Revisit classroom rules that support classroom discussions (e.g., “Boys and girls, we have a classroom rule about one person talking at a time. Why did we make that rule?”).

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
SL.PK.1.a,b	Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.	SL.K.1.a,b
SL.PK.2	Ask and answer questions about a text or other information read aloud or presented orally.	SL.K.2
SL.PK.3	Ask and answer questions to seek help, get information, or follow directions.	SL.K.3

Presentation of Knowledge and Ideas

Preschool Teaching Practices

Effective preschool teachers:

- Provide opportunities for discussions that include details of familiar people, places, and things and events with individual children, and in small and large-groups (e.g., after the read aloud *No, David!* [Shannon ‘98], children discuss with detail each of David’s experiences and why David’s mother said “No, David!”).
- Offer individual, small and large group opportunities throughout the day to express and share activities, ideas, feelings, or other information in a classroom climate that values discourse (e.g., discussions, project development, brain storming and predicting, book conversations, discussing and learning names for feelings, conflict resolution and show and tell).

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
SL.PK.4	Begin to describe familiar people, places, things, and events and sometimes with detail.	SL.K.4
SL.PK.5	Use drawings to describe ideas.	SL.K.5
SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings, and ideas.	SL.K.6

LANGUAGE

Conventions of Standard English

Preschool Teaching Practices

Effective preschool teachers:

- Respond to children using their words (“reflect back”) with the correct plural forms, tenses, prepositions and in complete sentences. Also, add new and rich vocabulary to the response when appropriate.
- Ensure that children have interesting opportunities to practice language using plural forms, prepositions, complete sentences, and question sentences by using props and toys

in engaging individual, small and large-group opportunities (e.g., the use of props to identify positional phrases such as in back of, in front of, under, on).

- Provide individual support to each child to write their name on their work throughout the day. Allow children who need it ample time to move through the developmental stages of writing (e.g., teacher dictation, scribble-writing, letter-like forms, a combination of upper and lowercase letters).
- Encourage children to use their emergent writing skills by providing ongoing and motivating up-to-date materials and activities at the writing center based on individual and group interests including written models of the alphabet and printed words with pictures that children currently use and request for writing projects (e.g., “Mom,” “no,” “love” “Save!”). Support children during the writing process by referring to the letter construction chart and prompting with letter construction and sounds when needed.
- Build oral language and writing skills through read aloud extension activities in classroom centers (e.g., after reading a collection of *Thomas and Friends* [Awdry, 1975] brainstorm ideas for props for a train station in the dramatic play area. Write a list with children of materials and supplies needed).
- Draw children’s attention to examples of written words with pictures at eye level including children’s drawings and writing, teacher and child-generated writing, class-generated books that exemplify varied purposes of writing and provide written models for children to refer to if needed during writing activities.

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
L.PK.1,a,b,c,d,e,f	<p>Begin to understand the conventions of standard English grammar when speaking during interactions and activities.</p> <ul style="list-style-type: none"> a) Print many alphabet letters. b) Use frequently occurring nouns and verbs. c) Form regular plural nouns. d) Understand and use question words (e.g., who, what, where, when, why, how). e) Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with). f) Begin to speak in complete sentences. 	L.K.1,a,b,c,d,e,f

L.PK.2,a,b,c,d

Begin to understand the simple conventions of standard English grammar during reading and writing experiences throughout the day.

L.K.2,a,b,c,d

- a) (Begins in kindergarten)
- b) (Begins in kindergarten)
- c) Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.
- d) (Begins in kindergarten)

L.PK.3

(Begins in grade 2)

Vocabulary Acquisition and Use

Preschool Teaching Practices

Effective preschool teachers:

- Use new vocabulary introduced in conversations, reading, projects and studies and other activities in context multiple times throughout the day.
- Match visual and auditory prompts with gestures to reinforce the meaning of a word or phrase (e.g., there is an enormous din in here [hands over ears and eyes closed tight]. It is so noisy!).
- Model excitement and the playful use of new words (e.g., “What the frog said was ridiculous! The toad had never heard of anything so preposterous.”).
- Sort words, props, topics, materials, etc. into categories (e.g., “Gallop is an action word like crawl, walk, or jump. It is the movement that a horse makes when it wants to go fast. Let me show you how to gallop.”).
- Use props and other visuals with oral language to describe simple opposites (e.g., colored cards that illustrate black and white, objects that are big and little, placements on wall that are high and low, voices that are loud and soft).
- Make connections between a child’s experience and the meaning of new vocabulary and how it is used (e.g., “This is my very loud voice that I use outside and this is my very quiet voice that I use during rest time.”).
- Provide opportunities for finding out the meaning of words and phrases through contextual information (e.g., after a read aloud, “Looking at these two pages in the book *Anansi the Spider* [McDermott ‘73] what do the words ‘he fell into trouble’ mean? What happens to Anansi on the next few pages to help us understand what “he fell into trouble” means?”).

Preschool Learning Outcomes

Children will:

Preschool Number	<u>Preschool Standards</u>	Kindergarten Number
L.PK.4,a,b	Begin to determine the meaning of new words and phrases introduced through preschool reading and content. a) With guidance and support, generate words that are similar in meaning (e.g., rock/stone, happy/glad). b) (Begins in kindergarten)	L.K.4,a,b
L.PK.5,a,b,c,d	With guidance and support, explore word relationships. a) Begin to sort familiar objects (e.g., sort a collection of plastic animals into groups: dogs, tigers, and bears). b) Begin to understand opposites of simple and familiar words. c) Identify real-life connections between words and their use (e.g., “Tell me the name of a place in the classroom that is noisy or quiet.”). d) (Begins in kindergarten)	L.K.5,a,b,c,d
L.PK.6	Use words and phrases acquired through conversations, activities and read-alouds.	L.PK.6

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